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**LINGUISTIC POLITENESS STRATEGIES USED BY LANGUAGE TEACHERS FOR
EFFECTIVE CLASSROOM COMMUNICATION**

Oleh
Ida Bagus Nyoman Mantra
Universitas Mahasaraswati Denpasar
Jalan Kamboja 11A, Denpasar, Bali, Indonesia
e-mail: bagusmantra@unmas.ac.id

Abstract

The code of conduct established by a specific community and accepted as necessary for a peaceful living environment is known as politeness. Being courteous involves more than just acting appropriately; it also involves communicating with proper language. A speaker might lessen the undesirable outcomes by employing politeness techniques. This study intended to examine the many forms of linguistic politeness that language teachers use in classroom communication. In this study, descriptive analysis was combined with a qualitative research design. The study's findings suggested that there were specific basic rules for language politeness and positive and negative politeness techniques for putting them into practice. Therefore, teachers are expected to continually use polite forms of language to create a conducive learning environment.

Key Words: Politeness, Strategy, Communication, Classroom

INTRODUCTION

Language is a means of communication between humans in people's lives in the form of speech sounds produced by human speech tools, which humans use to understand other people's intentions (Widiastuti et al., 2021). Learning in language schools is an essential communication tool. The use of language for socializing is inseparable from the determinants of communication activities and the principles of politeness and is realized in communication (Handayani & Widiastuti, 2019).

In social life, language can show whether someone is polite based on how they use it. People can be seen as polite from their words and behaviour when communicating with others (Mantra et al., 2022). Politeness in language can reflect the user's social status. The community's social status reflects or is reflected in the use of their politeness in their language. This indicates that language

politeness is essential to social communication (Indah et al., 2022).

Politeness is a code of behaviour established and mutually agreed upon by a particular community so that politeness is, at the same time, a precondition agreed upon by social behaviour. Therefore, this politeness is usually called manners (Fitriah & Hidayat, 2018).

Based on this understanding, politeness can be seen in everyday life. First, politeness shows an attitude that contains courtesy or etiquette values in daily interactions. When a person is said to be polite, then in a person, the values of courtesy or ethical values that apply well in the society where that person lives are part of the community. When a person is said to be polite, society gives him the value, whether the assessment is done immediately or conventionally. Language politeness is communicating politely to create acceptable



communication to convey meaningful information (Shamahmudova, 2021).

The polite language used by the teacher becomes a model for the students. Indirectly, the teacher simultaneously instills the character values of courtesy to students (Syafrizal & Putri, 2020). Politeness is one character value proclaimed by the government to be implanted in every learning session. This indicates that language procedures are essential for communicators and communicators to pay attention to for smooth communication. Therefore, this language procedure problem must get attention, especially in language learning. By knowing the language procedures, it is hoped that people can better understand the messages conveyed in communication. The fulfillment of politeness maxims in speech is one indicator in determining whether or not a speech is polite in communicating (Sri et al., 2019).

The application of language politeness is critical in social communication. This creates a harmonious relationship between the communication participants (Mantra et al., 2021). Politeness can increase mutual understanding and create a harmonious relationship between communication participants. Politeness contributes to creating effective, friendly, and comfortable social interactions. The realization of language politeness is more directed at maintaining harmony among community members and self-image in front of speech partners, especially among close friends, neighbours, or foreign guests. This means that language politeness must be considered in society's communication process (Ceriyantina, 2019).

The application of language politeness has also emerged in various aspects of life. It is also used in the world of education. Therefore, significant attention is needed to enable people to communicate effectively. In classroom learning activities, language politeness is used in communicative language

teaching (Widiastuti, 2019). In conducting communicative language teaching, teachers should carefully consider the communicative functions to communicate effectively in the classroom. In other words, language teaching must also emphasize how language is used to communicate between speakers and listeners in social life. This is where the role of teachers is to teach correctly and as role models for students in using correct communicative language to be applied in social life to be able to live harmoniously (Widiastuti et al., 2022).

In conversational interactions, speech act politeness is a very appropriate tool to be applied, especially in conversational interactions between teachers and students during classroom learning activities. The use of forms of politeness by both teachers and students to secure and expedite communication and interaction in learning. However, in reality, teachers need to know about the aspects of politeness that cause communication problems. Consequently, teachers need to have an understanding of language politeness. Teachers should know various language politeness strategies to communicate effectively with their students.

Furthermore, a study conducted by Fitriyah et al. (2020) found that teachers employ several maxims in communicating in the classroom: the tact maxim, generosity maxim, approbation maxim, agreement maxim, Obligation maxim, sympathy maxim, modest maxim, Obligation maxim, Opinion reticence maxim, and feeling reticence maxim. However, it was found that teachers dominantly used tact maxims in communicating with their students, especially in their directive speech acts. In a study conducted by Arriyani (2017), it was found that both female and male speakers did not use any specific politeness strategies in communicating. The female speakers spoke more confidently and used more correct grammar. Meanwhile, male speakers talked



nicely but made a lot more grammatical mistakes.(Arriyani, 2017)

Furthermore, Ningsih et al. (2020) found that students and teachers used appropriate politeness strategies in communicating, especially during the learning activities in the classroom. The study results show that from the utterances investigated, 38 utterances were categorized as impolite or irrelevant to maxims of the politeness principles. Additionally, Widya (2018) revealed that all communication through WhatsApp conducted by teachers and students was considered polite, and the number of politeness maxim applications used in communicating was higher when compared to the violation of those maxims. Another study by Rahmi (2020) showed that the students politely started the communication by greeting. It was also found that some students confidently wrote texts to their teachers, which made them probably unaware that they used negative politeness strategies. However, most students applied positive politeness strategies when writing texts to their teachers. Nurjanah (2017) also revealed that female students generally applied more politeness strategies than male students when talking to their teachers. However, considering the unique behaviour of the students, teachers did not expect male students to be as polite as females in communicating.

Several studies have been conducted concerning language politeness, including some aspects of language politeness. (Syafrizal & Putri, 2020), Nurjanah (2017) found that, generally, female students were more respectful than male students. Meanwhile, Arriyani (2017) revealed that both male and female students talked without certain language politeness. Sari et al. (2020) discovered that comprehension of cultural values greatly influences language politeness.

Considering the various phenomena of the use of language politeness, especially during communication in society, and considering a limited number of studies dealing with

language politeness strategies used by teachers and students in their classroom communication. Therefore, this study focused on analyzing language politeness strategies used by teachers and students in the language classroom in a higher education institution. The findings of this study provided educators with a clear understanding of language politeness strategies, which may guide them toward more effective communication.

RESEARCH METHOD

The research method used in this research is descriptive qualitative. The subjects were the students of a junior high school in Bali teachers. The subject of this study was observed ten times during the teaching and learning process. Data were collected in the form of words or language in speech activities and classroom learning activities. Sources of data in this study are classroom learning activities. The data collected is in the form of speeches between teachers and students. Researchers use the following techniques to obtain this data: recording and direct observation.

In this study, the researcher only acts as an observer of the use of language by the informants, not involved in the speech whose language is being studied. In other words, researchers, as listeners of speech partners, pay attention to the speaker's involvement in the dialogue during the learning process. The second technique used in this research is the recording technique. When the first technique was used, researchers simultaneously recorded with a video recording aid in the form of a digital camera. The third technique used in this research is the note-taking technique. As long as the two techniques above are implemented, the writer also takes field notes to remember events, both heard and seen during the learning process. Data analysis using the equivalent method. The matching technique used in this research is the extra lingual matching technique, a data analysis technique in which



the determining tool is elements outside the language and is not part of the language concerned, for example, speakers, interlocutors, context of the speech, and others. The extra-lingual equivalent method is used to analyze extra-linguistic elements, such as connecting language with things outside the language. The stages of data analysis include the data reduction stage, data presentation, and conclusions. All data are triangulated using recording, observation, and note-taking. Then, the data are descriptively presented by providing factual argumentation.

RESULTS AND DISCUSSION

The essence of language politeness is our ethics in socializing in society, where the use of language using selecting good words and noticing where, when, and to whom we speak, because indeed language is culture, to understand a language, it is essential to understand the culture where the language is spoken. Regarding this study conducted in a language learning classroom, several forms of language politeness, such as compliance with maxims used by the teachers and the students in communicating during classroom interaction, can be discussed as follows.

Maximizing wisdom requires the speaker always to maximize the speaking partner's benefits and minimize the speaking partner's losses. Maximum adherence to discretion in the speech of teachers and students can be demonstrated in the following data example (1).

- (1) Teacher: "How are you going on with note-taking? Have you done it all? or not?"
 Student: "Not yet."
 Teacher: "Be quickly a little bit more; yes, after this, I will explain more material for you so you have more knowledge."
 Students: alright

Data (1) In this conversation, the teacher asks students to speed up writing while students write material so that the teacher has enough time to explain it. Data (1) this conversation is included in adhering to the maxim of wisdom because teachers' speech minimizes losses from students. The minimization of losses is shown by using the word "little" and commanding speech with a questioning tone. Using the word "little" reduces the disadvantage of students if they have to finish writing quickly and in a hurry. Using this question-pitched speech will reduce coercion from the instructor's speech. This is a strategy to smoothen the conversation.

The maxim of generosity requires speakers to make as little profit as possible on themselves and do as much harm to themselves as possible, as seen in the following.

(2) Student: knock.... Knock...knock .. (the door is knocked from outside)

Teacher: "Come in, please, come in, please, students. Can I help you? Do you need anything from me? (student kissed the teacher's hand)

Student: "May I borrow a dictionary, please."

Teacher: "Of course, here you are. You may keep it for a while."

The data (2) The data above indicates that the teacher showed politeness in allowing the students to enter the class. The word "please" used by the teacher is intended to permit students to enter the class for the lesson. The word please which is attached at the beginning of the speech can function as a smoothen. Moreover, this showed the teacher's willingness not to express being disturbed. Data (13) showed how the teacher and students praised the presentation.

Data (3) Teacher: "Now, please discuss it with your group. I'll give you 10 minutes to discuss it."

Student 1: "Yes, Eri. What do you want to ask?"



Student 2: "First, I want to say thank you for the presentation. What is the importance of learning another language? Thank you"

Teacher: thank you. It was a good presentation.

Data (3) was spoken after the students presented their presentation. Students who attended the class gave praise to their friends, and the teacher also gave praise for the presentation by saying "thank you." This is by the indicators of polite speech using the word thank you as a tribute to someone's kindness.

The maxim of humility demands that speakers minimize praise for themselves and maximize insults against themselves.

Student data (4): "I can conclude that learning another language is very important to communicate with people from other cultures. Alright, that is all my presentation. That's all we can present; more or less, we apologize."

Data (4) showed that the students were very polite and humble, and they ended the presentation with the sentence, "That's all we can present; more or less, we apologize." This speech shows that the students who gave the presentation felt that what was presented still needed to be improved. This is shown by the indicators who speak very politely and show a sense of humility. This is a strategy used to show politeness and humility.

Data (5) showed that the speaker utilized a strategy to agree by minimizing the conversation with the interlocutor to get agreement.

Data (5) Student: "Learning another language difficult and gives me a headache." (Student makes another student laugh)

Teacher: "Oh no, it makes you get a headache, or you don't really want to learn it. It is okay; one day, everybody will realize that good mastery of another language is instrumental."

Data (5) shows that the teacher tries to save the feelings of students who other students laugh at by avoiding disagreement with these students. Teachers try to agree and praise students' answers even though students' answers could be more fitting. This is in accordance with the maxim of agreement indicator, which explains in the maximal agreement that the agreement must be maximized with the said partner. This strategy is essential to make the students focus again on the lesson without getting annoyed with the laughs from their friends.

This maxim of sympathy requires speakers to maximize sympathy for speech partners and minimize antipathy towards speech partners.

Data (6) Teacher: "It's okay, discuss it first; if you still can't find the answer, please recheck your note or check on Google."

From the data (6) above, the teacher maximizes his sympathy with the speech partners. The teachers' speech tried to save the feelings of students who could not answer questions by saying, "It's okay." this will make students feel happy because they get more support and attention from the teachers. The teacher also said, "Discuss it first; if you still can't find the answer, save it first" to give sympathy to students. This sympathy does not save students from unanswered questions. Moreover, the teacher's speech smoothed the conversation by allowing the students to check their notes and consult with the internet.

Using positive language politeness is obsolete required to create a learning atmosphere. The positive strategies in language politeness refer to speaking by accentuating closeness, intimacy, and good relations between speakers and speech partners. The data (7) below showed that the teacher politely asked the students to explain the learning material. The teacher provided more explanation when the students could not explain it correctly.



Data (7) teacher: "Okay, I want to know who can explain this topic, please? Can you, Rita?" (looking at the student sitting in the front)

Student: "I can explain it a little bit; maybe my friend can add it later" (while pushing a friend to his seat)

Teacher: oh yes, well done. Good explanation. Anybody can help, please."

This strategy is carried out by overly praising and sympathizing with the speech partner. The following speech (8) was spoken when the teacher was about to start the lesson. Before starting the lesson, the teacher praised the students excessively to increase the enthusiasm of the students in learning.

Data (8) Teacher: "Good, you all look happy and bright today. This shows you are waiting for the lesson?"

Students: "May everything go well" (simultaneously)

Strategy intensifies the listener's attention by dramatizing events or facts. This strategy is used to increase interest in the object being discussed. The following speech (9) was told when a teacher criticized a student who spoke less politely.

Data (9) Student 1: Hi, friends

student 2: What? What? (in high pitch)

Student: Hm (other students cheered)

Teacher: Serina, please answer it politely. Don't shout (exemplifying in a low tone).

The teacher uses this strategy and gets to use polite language. The data (10) below was explained by the teacher's students looking at their friend's work when asked to answer the questions.

Data (10) Teacher: "Please don't look at your friends' work. Answer it yourself."

Student: "Don't look at my work, please?"

Student 2: "Okay....okay"

This ensures that students have self-reliance and the courage to do things. The following speech (11) was spoken by the teacher when confirming.

The words of the students. The teacher repeats part of the student's speech to show an agreement with the student.

Data (11) Students: "Sorry. Some of the friends still have not submitted their work yet."

Teacher: "Oh, it is okay; I will wait another five minutes. It should be okay ."

The teacher uses this strategy to avoid incompatibility with the students who are late to submit their work. In the following speech (12), the teacher corrected the students' answers to errors. The teacher tries to avoid disagreement by confirming the student's answer first and then criticizing the answer politely to establish a smooth conversation.'

Data (12) Students: "Then, as I said before, having a good mastery of another language is critical. It could be good for the language school to run an intensive course" (student laughs).

Teacher: "You see, that could also be yes, but we can't say it has a good impact on the language school, but maybe having a good impact on your future."

This strategy is used by giving positive criticism to avoid discomfort. The teacher conveyed the following speech (13) when he saw students rarely carrying the jug. The teacher politely advised the students.

Data (13) Teacher: Be careful with the jug. Don't drop it; you may break it up, please."

This strategy uses a perception that the speaker is aware of the hearer's conditions and understands the partners' desires. The following data for the speech (14) showed how the teacher gave suggestions to the students.

(14) Teacher: "Okay, I understand your difficulty; I think you will understand



later after doing some more exercises.
Please, study diligently."

This strategy is carried out by politely suggesting what to do by using the word 'please' to the students. Data (15) showed how the teacher involve the students in learning activities.

(15) Teacher: "Come on, who else wants to come forward and present, please?"

This strategy involves speech partners in the activities that the speakers carry out. The following speech (16) was conveyed by the teacher when asking students to listen to other students' presentations. Teachers use the word "we" to show togetherness and reduce pressure on students.

Data (16) Teacher: "Okay, everybody, pay attention, please. Let's listen to your friend's presentation."

This strategy is done by asking or giving reasons to the speech partners. The following speech (17) showed how the teacher spoke to the students when the students made mistakes during the presentation.

Data (17) Teacher: "No worries. Maybe there was mistyping before you presented your presentation. It is very natural to have mistakes?"

Students: Thank you for your kind thought

This strategy is carried out by using a reciprocal action pattern in which the speaker does something so that the speech partner has to do something as well. The teacher explained the following data for the speech (18) when explaining the material the students had written. The teacher uses a reciprocal action pattern; if no one asks, the teacher will explain.

Data (18) Teacher: "Alright, students, Do you have any questions? Does anyone want to ask what their friends have written? Come on, who asks, please? If there is no, I will explain a little more material for you."

This strategy is done by giving gifts, sympathy, and praise; the following data (19) was explained by the teacher when praising students who dared to continue the presentation. In his speech, the teacher gave gifts or praise to students for presenting the presentation. This makes students feel happy and excited to forward the presentation.

Data (19) Teacher: "Come on, please, you chance to do your presentation"

Student: "We are ready, thanks"

Teacher: "Good. You have to be brave like the others. Yes, neat, beautiful, and smart again. Do your best to present your presentation. Some topics were not explained properly, but I think it is okay; maybe we can discuss it later."

The teacher uses this strategy to avoid annoyance because some material is incorrectly explained. The teacher tried to avoid negative strategies because negative strategies may not be accepted in Indonesian culture. This strategy is used to ensure the students are always happy and always encouraged to do the presentation. The following data (20) was explained by the teacher when the students fell asleep when the presentation was over. Teachers use indirect speech to order students to wake up from sleep.

Data (20) Teacher: "What are you doing? Come on, the presentation is over."

Students: "Wake up.... Wake up.... (while laughing).

This strategy is implemented to make the students feel okay despite annoying behavior. The following data (21) was explained by the teacher when asking students to visit other students who did not come to the class. The teacher asked the students to visit their friends who were sick to encourage them to be healthy.

Data (21) Teacher: "... Susan is sick if you have time. Please visit her so that she feels better and not lonely or



misses you all; I hope she can come to the class soon."

This strategy is carried out by the teacher to provide positive strategies and pessimistic words to show politeness. The following data (22) were explained by the teacher when asked to tell stories being discussed in the class.

Data (22) Teacher: "Could you tell me the story, please?"

Student: "The story? Oh no, I could not remember it all."

Teacher: "Well, it is not a problem. Please tell me a part of it if you remember just a little bit."

This strategy is carried out by minimizing threats and displeasure on the students. The teacher softly said, "Well, it is not a problem if you remember just a little bit, please tell me a part of it." this is to make the students feel comfortable in the learning process.

Data (23) was conveyed by the teacher when asking for students' attention when students were noisy. The teacher, in his speech, uses the words "please" and "for a moment" to minimize stress on students to make the students still follow the lesson and concentrate on the learning activities.

Data (23) Teacher: "Don't be noisy, please pay attention for a moment"

Students: Okay, sorry

This strategy is carried out by paying respect to the speech partners. Respecting the speech partner, in this case, the students, is essential to create learning conditions. Data (24) was told when students asked for permission to leave the classroom.

Data (24) Students: "Excuse me, sir. May I leave now?"

Teacher: "Okay, see you soon, goodbye"

Students: "I am sorry, I have to go home to see my mother who is still sick"

The students often use this strategy of apologizing before leaving the classroom to apologize for leaving the room before the

teacher leaves. Moreover, Data (25) concerns how the teacher closed the lesson by apologizing to the students.

Data (25) Teacher: "That's all from me. If there is anything that bothers you or I said something unpleasant, I apologize for it."

Students: everything alright, thank you

The strategy is to show impersonal politeness to the students and to show an example to the students to be humble. Data (26) showed how the teacher got students' attention when the students joked when the teacher was severe in explaining the material.

Data (26) Teacher: "Be serious, please; don't be joking after it is explained. Hope all of you comprehend it."

Student: "Okay, okay."

This strategy is used to get the students' attention again to be focused on the lesson. The teacher politely asks the students not to make jokes when the teacher is explaining the lesson.

The following data (27) were explained by students when responding to requests from teachers. Students, in their speech, have a function of stating that their classmates have a better dictionary.

Data (27) Teacher: "Who has a good dictionary? Could you lend me your dictionary?" (looking at the student sitting at the front)

Student: "This is my dictionary, but it is not a complete dictionary."

The teacher uses this strategy to ask the students to show kindness. The following data (28) were explained by the teacher when controlling the course of the learning process. In his speech, the teacher tries to pay attention to students by asking about the student's situation.

Data (28) Teacher: "How are you? healthy?"

Student: "We are all healthy"

Speech with this commanding function wants the speech partner to carry out the



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contents of the speech. The following data (29) was explained by the teacher when students answered questions in a small voice. The teacher ordered students to raise their voices because it was not heard clearly. In this case, the teacher uses interrogative sentences to command his students.

Data (29) Teacher: "Sorry, I can't hear you. Can you repeat it, please, louder?"

Students: "Okay, I will repeat it."

The teacher uses this apology strategy because the teacher could not hear it well or it was thought something wrong had been said by the students. By saying sorry to the students, it makes the students willing to repeat it. The following data (30) were explained by students when they were late entering class. Students apologized for making a mistake during their speech. In addition to mistakes, such as being late for class, students also interfere with the course of learning when entering class, but the teacher politely accepted the students' excuses.

Data (30) Students: "Oh, I am so sorry for being late, my motorbike was broken on the street. I need to go to the mechanics to fix it first before coming here,"

Teacher: "It's okay. Next time, you'd better check your motorbike before riding it."

This strategy is used to avoid discomfort from the speech partner. The following data (31) the teacher explained to the students after they finished attending the rising flag ceremony at the schoolyard. The teacher in his speech criticized the students' attitude when standing up for the rising flag ceremony. The teacher criticizes by mentioning the mistakes that exist in students, then advising students.

Data (31) Teacher: "Dear students, please, tomorrow if you attend the rising flag ceremony, please don't put your hands behind your back, you have to be ready, don't your hands behind

your back. Stand up correctly and don't be lazy to stand up properly"

Language politeness is vital to conduct positive and conducive learning activities. Lack of language politeness can raise classroom and social problems. Language politeness is also a linguistic aspect that can increase the emotional intelligence of the para speakers. Language politeness in the learning process is very urgent to be mastered by all educators. Language politeness is one aspect of language that can develop or improve the emotional intelligence of the speakers.

Language politeness is also a profanity used language both orally and in writing. Communicating in learning can be done in a way of using polite language to ensure that the students actively learning by paying attention to the teacher who uses polite language.

Language is not only conveying ideas and feelings but also how to use and choose the right words for the speaker in the right situations and conditions (Sari et al., 2020). If language users (both speakers and speakers) do not understand how to speak the correct polite language, then communication will not run effectively and smoothly. In fact, there could be misunderstandings and fights about trivial things. In society, speakers need to be made aware of the code of ethics and what is being discussed in various situations (Arriyani, 2017).

In relation to language politeness, many students (who are relatively younger in age) are found to be in language behavior that often does not please the teachers (who are older). Students often do not realize that their language often makes teachers feel uncomfortable, even offended or annoyed. Students and teachers need to understand and be aware of language behavior in communication in order to create a harmonious and respectful relationship (Fitriyah et al., 2020). Politeness is not only seen from the behavior of body parts, but language politeness really needs to be studied



and understood to increase the repertoire of language knowledge, especially in the branch of linguistics, which is called Pragmatics (Ifechelobi, 2014).

Language politeness is politeness and subtlety in using language when communicating orally or in writing. The language used is full of orderly manners, manners and contains high values of respect. Language politeness is a way used by speakers in communicating so that the speech partner does not feel pressured, cornered, or offended (Fitriah & Hidayat, 2018). Language politeness is defined as the speaker's effort to maintain the self-esteem, or face, of the speaker or listener. Politeness is taking actions that consider the feelings of others in which pay attention to positive behavior, namely the desire to be recognized and respected and the desire not to be disturbed and free from burdens. In terms of communication, everyone wants to be understood and does not want to be disturbed by others. Everyone wants to be free from burdens and feel respected (Marsih, 2010).

Linguistically, language politeness can be known from the choice of words and types of sentences. In many languages, there are words that indicate high, medium, and low politeness. The type of sentence generally shows the appropriate reference or meaning, although it is sometimes different from that (Widiastuti, 2019). There are times when speakers use interrogative sentences, but actually, speakers want to tell something to their interlocutor or even order their listeners. The use of the passive voice to avoid direct commands. One of the factors that have the potential to bring down the face of speech actors is speech acts, which need to be equipped with face-saving devices in the form of language politeness (Fitriyah et al., 2020). Language politeness is very essential in communicating; therefore, it is considered as one crucial linguistic feature to be continually studied.

Politeness in the language is reflected in the manner of communicating through signs, verbal, or language procedures. When communicating, we are subject to cultural norms, not just conveying the ideas we think. Procedures language must be under the cultural elements that exist in society, such as a place to live and use language in communication (Mantra, & Kumara, 2018). The manifestation of obeying the principle of linguistic politeness in the speech of teachers and students in the learning process has implemented compliance with the maxims of politeness, namely wisdom, generosity, praise, humility, approval, and sympathy.

In addition to obeying one maxim, in the speech of teachers and students, they have also implemented two maxims at once, namely the obedience of the maxims of wisdom and praise, the maxim of wisdom and generosity, the maxim of wisdom and sympathy, the maxim of wisdom and agreement, the maxim of generosity and humility, finally the maxim of praise and humility. In the speech of teachers and students, adherence to the maxim of wisdom is more dominant. This is because the teachers' speech tries to reduce the level of losses that will be experienced by students as teachers' speech partners when giving orders; this is so that students do not feel forced or burdened due to the effect of the teacher's utterance orders. Indirectly, this also makes the classroom atmosphere comfortable for students to study because of the reduction in the level of losses and pressure on students who are more targeted by the teacher's utterances.

Politeness in the language is reflected in the manner of communicating through verbal signs or speaking procedures. In politeness, there are also non-linguistic aspects that affect language politeness. Because language procedures are always associated with the use of language as a communication system, besides verbal elements, nonverbal elements that are always involved in communicating



also need to be considered. The attention to these elements is also in the context of achieving language politeness. Speakers must understand when these elements are applied when speaking to others if they are to be said to be polite. Therefore, in order to achieve polite verbal and nonverbal communication, it is important to understand reasonable language procedures. Language procedures are essential for the communication participants (communicators and communicants) to pay attention to for smooth communication. Knowing the language procedure is hoped that people can better understand the messages conveyed in communication.

CONCLUSION

The politeness strategy in the speech of teachers and students has implemented positive and negative politeness strategies. The application of negative politeness strategies with the category of minimizing pressure dominates the speech of teachers and students. This is because the teacher wants to minimize pressure on students to make students more comfortable in the classroom. This occurs due to the more frequent use of instructional speech, which in speaking commands will limit the freedom that students have to do something. This will have an impact on the choice of teachers to use politeness strategies when speaking with students. The function of language politeness in the speech of teachers and students appears in several functions, namely the function of the state, the function of asking, the function of command, the function of apologizing, and the function of criticizing. The function of commanding is a function that appears most in teaching and learning interactions. This is because teachers and students are responsible for controlling the learning activities to be conducive and for the students to learn properly to attain the learning objectives.

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